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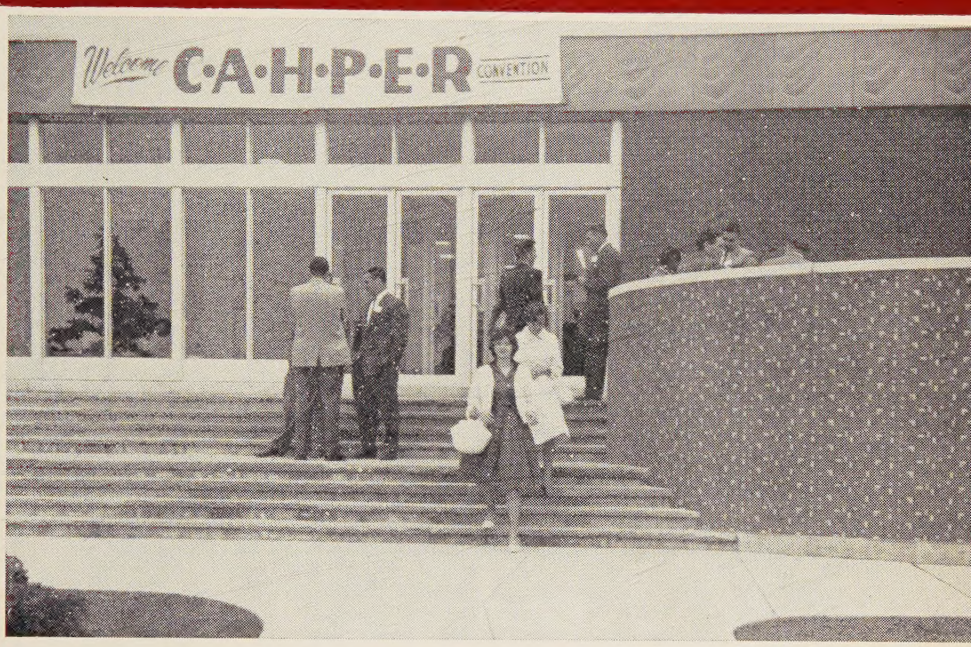

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Vol. 27 August - September, 1961 No. 6

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1959 - 61

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The Canadian Association for Health, Physical Education, and Recreation is a voluntary, non-profit, professional Association dedicated to raise Canadian health, recreation and physical education standards. The Association seeks to promote the professional growth of its members, to foster the exchange of ideas, and encourage research. The Association further undertakes to cooperate with other organizations concerned with the total fitness of the Canadian people.

THE PRESIDENT'S REPORT

TO THE CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION AT THE NATIONAL CONVENTION — JUNE 1961

It is a pleasant task and an honour to have the privilege of presenting a report to the 28th Annual Meeting of the Board of Directors and their Representative Council. May this written report help the members share some of the achievements that have been accomplished by the Board of Directors and Committee Chairmen during the past year.

A most encouraging development is the great increase in membership, especially in student members. The professional schools are to be congratulated for the vigorous and persistent efforts which have brought this about. May I suggest that the Directors of these schools urge the graduates to continue their membership in the Association. The future growth and effectiveness of the Association will be dependent upon their efforts. Our leaders in physical education, physical recreation and health education will come from this group. We have an obligation and responsibility as an Association, to maintain a professional interest in and influence on the curriculum and leadership in the three areas. Millions of dollars are being spent annually in our three chosen fields. Millions more will be spent by all levels of Government, by industrial and commercial organizations, and by athletic, agency and welfare groups. We have a responsibility to see that each dollar is spent efficiently and that programmes are developed which meet common sense objectives.

In an attempt to have professionally trained people in our fields kept aware of changing needs in our society, your executive has increased communication to members; improved relations with other professions in related fields; and provided viewpoints of the Association to branches of Government.

The Chairman of Publications and his committee deserve a great deal of credit for helping to carry out the Association's objectives through the publication of the Journal. As a medium for communicating knowledge, ideas and sources of material, the Journal has provided a professional bond that will help unify our objectives and our beliefs: at the same time it can provide some of the keys by which our objectives can be achieved.

A word of appreciation must be said about our advertisers who have consistently supported this Association. We must show our appreciation by the purchase of their products.

The Membership Committee continues its efforts to increase memberships and subscriptions. It has difficulties in maintaining contact with members, especially when they join through a branch, do not supply a change of address, or do not notify the national office when services are not received. All our members should cooperate with the Membership Committee in soliciting new memberships and library subscriptions. The libraries are good centres of recruitment of young people to the profession. They can also assist professional people and the lay public to learn of the progress in our fields.

A definite effort has been made to have representatives at meetings of organizations in related fields. Reports will show that representatives have met officially with the Canadian Sports Advisory Council, the Canadian Conference on Education, the Canadian Education Association, the Parks and Recreation Association of Canada, the

This President's report which was presented at the June, 1961 Convention by Gordon Wright provides an excellent summary of the activities and progress of C.A.H.P.E.R. This report, together with those of several other executive members will indicate the advances made by the Association in recent years. (Reports of the Executive Secretary and the Chairmen of the Women's Athletic Committee and the Membership Committee appear in another section of this issue.)

Canadian Medical Association, the Canadian Public Health Association and the Health League of Canada. In addition to these the Association has been represented in the planning of the Recreation Workshop 1963.

This Association wishes to commend the Canadian Medical Association for its keen interest in the field of physical fitness. When representatives of these two associations met to exchange views we were impressed with the sincerity and frankness of medical doctors and their research consultants. To bring about a continuing exchange of ideas, clarify objectives and to select problems requiring research as well as develop criteria for research, a CMA/-CAHPER Committee will be established by both associations during the week of June 19th to 23rd.

Following the CMA/CAHPER Conference, a President's Scientific Research Committee was set up under Chairman William Orban. This committee met with Dr. John Fletcher, Dr. J. Brown and Dr. J. Firstbrook, and acting on their advice, the committee has become aware of many of the pitfalls that can develop in the field of research. Their advice must be heeded. This Convention will see the first research papers presented at a CAHPER Convention by Canadians. There will be problems and personal differences of opinion that must be solved. Much is expected of this committee: the approach must be objective and professional in the interest of good leadership which should be provided by the Association.

The affiliation with national and international associations is helping to keep us aware of rapidly changing conditions in other countries. We must develop programmes that are Canadian, and that can best be done by avoiding some of the obvious mistakes made in countries with much more experience than we have had.

Through the co-operation of the Department of Justice in Ottawa, equipment similar to that now being imported at considerable expense and with long delays in delivery, will be made in Canada. Mr. Ross Waters and his committee's report will stimulate all members to come up with ideas for designing new equipment that can now be developed through experimentation which will result in a product that is suited to our needs and pocket books.

The increase in the number of Branches is most encouraging. The collection of fees by the central office has caused some problem for the branches, but we hope that reports from the Montreal Branch and the Armed Forces and Civil Service Branch, will bring about an improvement in branch structure. The new constitution which was printed through the courtesy of The T. Eaton Company of Canada, will help members and branches conduct the business of the Association as efficiently as possible.

Notice has been given by the Professional Registration Committee that basic requirements for membership in the Professional Registry will be a university degree in Health and Physical Education or Recreation, along with two years' membership after September 1963. This will make it possible to apply for membership in the Professional Institute of Canada.

The progress and increased activity during the last few years has not been achieved without a sacrifice of time and money. The Chairman of Finance will acquaint us with some of the facts of life. It is quite clear that we need a central office that has its own identity. This means renting space and providing office equipment and employing a full-time stenographer. Volunteer professional help must carry on but we cannot expect voluntary secretarial or stenographic help.

As a professional association we must invest in these basic requirements before we can solicit outside financial aid. The present executive asks you to seriously consider some personal sacrifice now if you want service and professional recognition.

References made to Health and Fitness in Federal and Provincial Throne speeches are of considerable interest to members of our professional association. We can expect to play a definite role in the implementation of a programme to increase physical activities and thus improve the fitness of Canadians.

A Brief has been presented to the Federal Government and favourable comments have been received from the Minister, Department of National Health and Welfare, and the Deputy Minister of Welfare. I am sure that the executive can expect your help and constructive criticism when requested.

(*Continued on page* 39)

GOVERNMENT LOOKS AT PHYSICAL FITNESS

HON. M. B. DYMOND, M.D.
Minister of Health,
Province of Ontario

Excerpt from an address to the Canadian Association for Health, Physical Education and Recreation, Convention Dinner, Scottish Rite Temple, Hamilton, Ontario, June 20th, 1961.

Toynbee is reported to have written: "The record of the 20th Century will not be remembered for its political conflicts or its technical advances, but for society's concern for the whole health of man."

The health of man has been occupying more and more of the time and attention of Government here as elsewhere, and accounting for the spending of an increasing share of our budget than ever before in history. This is not as some would have you believe because health as a topic appeals to politicians—it is rather in response to many and loud demands of ever greater numbers of our people, and probably, too, to a growing realization that the "strength of a nation does really lie in the health of its people", and that preventive services are much less costly and more to be desired than curative services. I realize we are not going to wipe out all disease and disability by any programme of Physical Fitness, but I believe with equal conviction that such a programme is, and must be, an essential part of the health services of our province.

Such a programme must be:

(a) broadly based;
(b) embrace all of our people;
(c) be readily available to all of our people.

These are only three among many factors which, I am sure, will quickly come to your mind. Taking the last point first:

To be readily available to all of our people, I think, demands Government participation. For any programme to be most effective, the community must be deeply involved, and all of us know that many communities lack interest, lack resources, lack leaders. Because of these deficiencies, involvement is difficult, if not impossible. Now, I can think of no community which lacks entirely leadership material and leadership potential. I doubt, too, if any community lacks entirely resources or facilities for some programme of Physical Fitness. Indeed, if any leadership is available, the only other resource necessary is people—at least for a beginning. The crying need of many communities, however, is help to get started, to organize, advice on what can be undertaken with what lies at hand, some stimulus to bring out qualities of leadership and direction which are sure to be found but may be lying dormant. I am bound to wonder if herein do not lie some of the obstacles on which good programmes may have floundered. As a people, we are not particularly noted for, as the English call it, "making do". So many of us feel we have to have the best in accommodation and equipment, the most highly educated and trained leaders that can be provided. Let me refer again to World War 2. How many of us recall seeing groups of raw and untutored recruits in those Fall days of 1939 drilling on vacant lots, school yards, fair grounds; with no equipment save their clothes, broom handles, wooden rifles, and maybe one or two real rifles of doubtful vintage. At first, they presented a sorry sight, but, in days only, we were able to watch how they stood more erect, walked better, marched well, had learned many basic things about Physical Fitness. Yes, the efforts were crude, equipment was nonexistent or rudimentary, but Canada did produce a fighting force that gave a good account of itself when it was called to serve. In war-time, Government must give leadership because it alone has the authority to do all necessary in defense of our land. In

peace-time, too, it is equally essential that Government provide needed help to communities in all reasonable efforts to improve the health of the nation. This can be done not only by help and advice, but also in the better training of existing leaders, in the development of leadership potential, in the thorough training of new leaders. This may well be the spark necessary to set aflame the zeal and enthusiasm of those in every community anxious and waiting to get going.

The other two points I mentioned, *viz.*, programme must be broadly based and must embrace all of the people, really go together.

Many projects and programmes in Physical Fitness, perhaps under other names, have either failed completely or have not had the success they deserved, perhaps because of:

(a) the narrowness of the vision of the sponsors or leaders; *or*

(b) perhaps because of over-selectivity and rigidity of the programme.

Have we, as a nation placed too much emphasis upon particular competitive sports, or, perhaps I should put it, upon competitions in particular sports? Have we given too much thought and attention to the development of a highly selected few well-trained and skilled participants to the exclusion of the great mass. We speak loudly of our national game or sport, and watch with great interest the progress of our Olympic teams, our national hockey teams, etc., but I wonder if, at the same time, we are not developing the greatest number of spectators ever to be heard of in our land.

Such a programme, as I see it, will do nothing to embrace *all* of the people just because it is so narrowly based. I do not say this to condemn or belittle Olympic or Empire Games, national hockey or baseball, or any other. They are all good but they are not a satisfactory substitute for a Physical Fitness Programme. I recognize that many children and young people can only be interested in some particular game or sport, in that event, let us do all we can to encourage and stimulate them, but let us be sure to include *every* such child or young person to be a participant. They can't all make the top team, they can't all be champions, but they can all take part in the *actual* and *active* programme, if given the inspiration, opportunity and leadership. A week ago, I attended a dinner for the minor hockey club in a village of some 2,000 population. There were 287 boys there who had played hockey all last winter. They ranged in age from 5 to 16 years. They were managed and coached by a group of ordinary young men, not one of whom had any formal training in leadership or in team coaching or management. I tell you I felt very hopeful of Ontario's future in this field of physical fitness after I had seen that group. I felt, too, that what I had very recently believed would be an almost impossible task could quite conceivably be very simple, because I was bound to believe that what was done in that village could be and was being done in hundreds of communities in our Province.

I have had the opportunity to sit in with recreation people in the towns and cities of Ontario to see and hear what they are doing; I have seen the parks programmes in some of our larger cities, and in total the programme now going on is most impressive. Last summer, I was privileged to be at the opening of a Community Centre in the City of Toronto, and the statistics I heard there were almost beyond belief: the great number of children and youth who regularly used the facilities provided, where the emphasis was on a broad programme, encouraging wide participation and not on picking out a selected and skilled few. I know such programmes are going on in this City of Hamilton, in Ottawa, London, Windsor, and in all of our cities.

I would be less than human and I would be a poor politician if I ignored entirely the help and support Government has given to this important phase of health activity. This represents very substantial sums of money provided through seven different departments, and supporting in greater or lesser degree a multiplicity of programmes. Indeed, it was this very thing which gave birth to my interest in Physical Fitness programmes, and caused me to wonder whether better co-ordination would not make for a much more effective over-all programme. I wondered, also, if money were the real or the basic need, and I have to say I still have questions about this. Nonetheless, this is not to say I believe Government is or is not doing enough; in fact, I firmly

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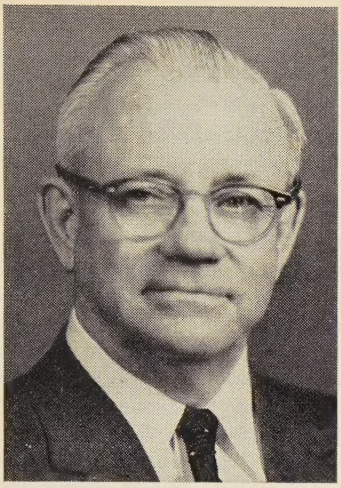

QUO VADIS, PHYSICAL EDUCATOR?

PETER V. KARPOVICH, M.D.
Research Professor of Physiology, Springfield College
President of the American College of Sports Medicine

Presented at the Biannual CAHPER Convention,
Hamilton, Ont., Canada, June 21, 1961

There is no doubt that a physical educator knows the general direction in which he is going. He aims especially to assist in achieving normal physical development, to help in maintaining and in regaining physical fitness. However, the knowledge of one's general direction is not sufficient. In coming to Hamilton, Mrs. Karpovich and I knew our general direction, yet we had to consult a map and even then we had some difficulties, especially through a couple of cities.

If a physical educator joins an organization with a rigid physical education program, he will just follow a syllabus, as if it were a map, but there is no guarantee that this map will show the most efficient route to his destination. Neither will the best educational procedure result from the physical educator without an inquiring mind, who substitutes the blind following of routine for thinking. He will eventually end in a rut. The man who thinks, on the other hand, will find himself at many crossroads all alone asking himself "Quo Vadis," and there may be no one to help him in finding the proper direction.

At the present time we are experiencing a revival of interest in Physical Fitness. We have been repeatedly told that our children are weaker than the children elsewhere, and that our youth is flabby whereas the youth of our old cold-war allies is getting better, as evidenced by the showing made in athletic competitions. Are our physical educators competent enough and can they raise the level of national fitness?

The answer to both questions should be emphatically positive. Given an opportunity they can do the job. Suppose this opportunity is given, there will still remain a soul searching question: "Quo Vadis? Where and what is the goal?

At the present time the goals are being set arbitrarily. This requires either a dictatorial decision of a political appointee or a decision resulting from a series of compromises arrived at by a committee comprised of leaders in physical education. The former method does work well in free countries and, therefore, we must depend on the latter. The committee usually develops a battery of tests which then is used in assaying progress in fitness.

Since at the basis of any attempt to raise the level of national fitness lies the principle of self-preservation and national safety, the youth should be made fit enough to serve in the Armed Forces and be able to defend their country. When during the last world war it was found that 60 per cent of the young men between 18 and 19 years of age were rejected by selective service in the U.S.A., cries were heard blaming physical educators for the causes of these rejections. We now know that most of the causes for rejection were medical, and no physical education could have prevented them. Moreover, most schools had inadequate programs and many schools had no formal physical education at all! However, the same situation prevails even now, and if continued sufficiently long, may be responsible for breeding weaklings in over civilized areas.

Can you imagine American Pilgrims going through daily calisthenics to stay physically fit, or Canadian Pioneer Settlers starting the day with setting-up exercises? For this matter, does a truck gardener need to go to a gymnasium during the vegetable

season? When people have enough natural exercises, they do not need any artificial ones.

On the other hand, today we witness many folks who seem to be obsessed with pursuing "Physical Culture." They lift weights, hike, run, swim, play athletic games, ride mechanical horses, etc. But the great majority of people just prefer to follow the natural course of events and avoid any additional exertion. Both of these groups insist that those in the other group are killing themselves either by activity or inactivity.

Where does the physical educator stand regarding this matter? His position should be:

a. Everybody needs some exercise.
b. Some individuals get enough exercise naturally in daily life.
c. Some, however, who are forced to lead sedentary lives, need artificial exercise to stay fit.
d. Most people will benefit by recreational exercise for fun.

It is easy to see that, although the position is clear, it is too vague to follow and to put into practice.

The first and the basic question is: How much exercise does everybody need? If we had an answer for this question, then it would be easy to decide regarding items *b* and *c*. Thus, a physical director reaching point *a* should ask himself: "Quo Vadis?"

A correct answer to this question is lacking now. It should be found. When it is found, physical education will become a science. Meanwhile, the physical educator has to be guided by a guess, reinforced by his own experience and that of others.

Medical doctors, more often than not, have to guess in diagnosing and treatment of diseases. And this system works. Sometimes the patient gets well without any medical help, and sometimes in spite of this help. But when a disease is a serious one, we all want medical attention and help, and the resulting cures are often dramatic. In physical education, outside of competitive sports, this element of drama is absent. Moreover, if our children and youth do not get any formal physical education, they may not show any signs of deterioration. For this reason, some schools have been slow in instituting physical education programs and some schools have even abolished them. So again a physical educator should ask himself "Quo Vadis," and the answer should be, "I am going to work for the future."

There are unmistakable indications that civilization causes muscular weakness. There is a growing apprehension that this process, if accelerated, may become pathological. It will be the role of physical education to slow down this physical deterioration. Thus, physical education, at this point, joins preventive medicine. It is not a mere coincidence that, in Canada and the United States, there have been joint meetings of representatives of physical education and the medical profession. This is also the reason why in 1953 a society called the American College of Sports Medicine was founded in the United States. In this society medical and non-medical men and women join in the common endeavor of promoting Health and Physical Fitness. This society has a few members from Canada. Whether more Canadians will join the American College of Sports Medicine or a similar Canadian organization is to be formed, there will be close and cordial cooperation between the professional people of both countries interested in sports medicine.

There are many occasions on which a joint undertaking of many disciplines is indispensable, Unfortunately, a physical director, conducting routine classes in physical activities, frequently becomes detached from scientific progress in matters related to his profession and often is guided by unreliable commercial propaganda. How often men in physical education extoll the imaginary virtues of various food stuffs and food supplements. When this point is reached, the physical educator again should ask himself: "Quo Vadis?"

One of the weaknesses in the preparation of teachers of Physical Education is the rather meagre training in the biological sciences. To be specific, in most schools physiology of physical activities is taught without any laboratory work; sometimes, it is not taught at all. There are still schools offering master's degrees where the laboratory equipment consists of one stethoscope and one sphymograph. However, compared with conditions prevailing just three decades ago, we can observe definite pro-

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UNE INITIATIVE CANADIENNE
LES EQUIPIERS DE SAINT-MICHEL

(Paru dans le Bulletin de la Fédération des collèges classiques livraison de mars 1960. Permission accordée pour reproduction à la revue Cahper)

JEAN-PAUL TREMBLAY, ptre
Séminaire de Chicoutimi

Tout ce qu'ils ont accompli depuis 1942, ils l'ont entrepris et réussi en équipe. Et pour l'éducateur à qui il était donné de réfléchir au sein même de ce travail d'équipe, cela s'est avéré dès le début un authentique laboratoire de pédagogie. Il n'y a donc pas lieu de s'étonner qu'à l'occasion de la présente Semaine d'éducation, qui a pris pour thème de réflexion le slogan: "L'éducation, travail d'équipe", on sollicite un témoignage au sujet de cette expérience.

Dans le champ de l'éducation au Canada français, expérience aussi discrète que consciencieuse, qui dure depuis près de vingt ans et dont les conclusions, telles des fruits prenant leur maturité avec lenteur, n'ont jamais mis de hâte à s'exprimer. Lente maturation des fruits, certitudes difficiles des conclusions, mais certitude et maturité quand même. . . .

Au départ, pas le moindre programme éducatif, rien de ce qui pourrait ressembler à un système élaboré d'avance ou à un plan logique. Tout au plus un projet, le plus terre-à-terre des projets, à n'en juger du moins que par l'apparence. Quinze étudiants en vacances, quinze jours de soleil, un pays à courir aussi raboteux que Charlevoix; il s'agit bien de marcher, de marcher en toute prose et poésie, sur ses deux pieds de gosses, par des routes sans pitié. Mais poussière et lumière, fatigues et joies, une vraie jeunesse, de bonnes gens, un peu de sucre d'érable et de crème sur du bon pain d'habitant, un Salve Regina par jour, dix chansons et mille surprises, tout cela mélangé, balancé selon une recette à peine savante, tout cela fait une équipe.

Cette équipe s'emballe à vivre une belle aventure; tôt elle se rend compte aussi qu'elle s'éduque, au sens fort du mot: elle s'épanouit en vigueur et splendeur humaines.

Comment l'une après l'autre toutes les régions du Québec se sont ouvertes aux allées et venues des jeunes expéditionnaires, puis tout le pays canadien, plusieurs Etats américains, plusieurs pays d'Europe, on le vera à mesure et ce n'est pas tant ce qui importe. Vingt Routes ainsi accomplies, dont dix à pieds, à raison de plus de cent milles chacune, sept à vélo tant en Europe qu'en Amérique, trois selon une formule dite "autrement", voilà certes un bilan qui s'amorce. Quelques centaines d'étudiants des séminaires et collèges du Québec — ces refuges du plus pur académisme — lancés à tout vent comme à travers un destin fort peu classique, cela tient du paradoxe. Les oeuvres, s'il en naît dans pareil sillage, vont être à l'avenant.

Auspices et patronages n'ont pas failli à leur tâche, qui fut de garder bien à couvert, contre tout conformisme saboteur, cette école de grand air. Sans doute, décisive autant que prestigieuse s'avéra l'égide de l'Archange-chevalier, Saint-Michel, ce champion des fières résistances et des ralliements chrétiens. Mais dans le rayon de sa gloire s'affairent des mains tout humaines à de bénévoles collaborations: mains bénissantes d'évêque, mains tutélaires de supérieurs garantes d'immunité, mains secourables de ministres alertes au don de subsistance, toutes mains bienfaisantes de bienfaiteurs sans nom.

A partir de 1947, les Miquelots purent compter dans leurs radonnées hors du Québec sur les bons offices du Comité permanent de la Survivance française en Amérique, devenu depuis lors le Conseil de la Vie française. D'autre part, c'est à Paris que se noua une amitié qui devait ouvrir, dès 1952, une étroite coopération avec l'Association de la Jeunesse Canadienne-française prenant la relève de l'A.C.J.C. d'illustre mémoire. Quant à l'Association canadienne des Educateurs de langue fran-

çaise (A.C.E.L.F.), son onzième congrès de 1958 à Chicoutimi lui fournit l'occasion de manifester aux Equipiers la haute sympathie que leur oeuvre s'était déjà méritée auprès d'éducateurs avertis. Enfin il n'y a pas que le Service québécois de l'Aide à la Jeunesse qui reconnaît le caractère d'utilité publique de cette oeuvre d'éducation générale par des subventions annuelles; à plusieurs reprises, l'Office provincial de la Publicité et du Tourisme du Québec a souscrit généreusement pour rendre possibles aux Equipiers des voyages de liaison et de représentation, tels ceux effectués dans les provinces de l'Ouest canadien, aux Etats-Unis et en France.

Après vingt années de croissance, l'oeuvre des Equipiers de Saint-Michel se définit volontiers comme un organisme de liaison auprès de la Jeunesse française d'Amérique. Obstinés pélerins de l'Archange qui préside de haut à la geste française en chrétienté, ils aiment à s'appeler plus souvent maintenant les Miquelots.

Il apparaît déjà assez clairement qu'une seule loi, rigoureusement observée par les directeurs de l'oeuvre, explique tout: celle d'un empirisme exclusivement soucieux de protéger les processus naturels de développement. Du point de vue de l'éducateur, il s'est surtout agi de voir ce que pourrait devenir, en terroir de chez-nous, un plan fragile et de qualité qui ne disposerait pour atteindre à une vie normale que des seules ressources du milieu ambiant.

Sous quelles formes se présente cette oeuvre en 1960? En voici dans cinq points bien succints une description schématique:

1. Durant les vacances, les Miquelots organisent des voyages à caractère sportif et culturel pour des étudiants des collèges, séminaires et écoles secondaires publiques: excursions à pied ou à vélo dans une région où les francophones sont minoritaires, pélerinages à l'occasion de la Vigile pascale, sorties de fin de semaine. C'est ce qu'ils appellent des "Routes".
2. En juillet et août, ils administrent en Charlevoix, Québec, un camp de jeunesse (Coeurjoie-en-montagne, au Cap-aux-Corbeaux, près de la Baie-Saint-Paul), où des groupes de garçons et de filles alternativement s'adonnent à des activités de récréation et d'étude sous la direction de moniteurs et de professeurs. C'est L'UPAM, c'est-à-dire: L'Université de Plein-Air des Miquelots.
3. Ils assurent le fonctionnement d'un réseau de correspondance par enregistrement sonore entre divers clubs de jeunes francophones répartis à travers le monde. C'est CEBES, c'est-à-dire: Correspondance étudiante bilingue par enregistrement sonore.
4. Depuis plus de cinq ans, ils publient mensuellement, pour maintenir l'union entre les membres de l'oeuvre, une feuille dont le rayon s'étend jusqu'à Paris, Tokio, Léopoldville et la Havane. C'est JOSETTE.
5. Ils maintiennent un service de diffusion de documents pour leurs membres et les amis de l'oeuvre. En 1950 paraissait chez Fides un premier carnet de route sous le titre de "Partîmes"; un autre est en préparation. Ils ont mis en circulation pendant plusieurs années un film montrant des images de leurs activités de camp et de route, dû au travail amateur d'un des leurs. Enfin, ils font des éditions de textes rares, soit religieux, soit profanes, pour le profit de leurs cercles d'amis.

Comme le suggère la chanson:

"Jeunesse, jeunesse,
"Printemps de beauté,
"Marche, le temps presse . . .

vient vite le moment où ceux qui ont pris part à l'une ou l'autre des activités des Miquelots deviennent des adultes et prennent leur essor en pleine vie de travail et de service. Aujourd'hui les Miquelots sont dispersés à travers tout le monde, dans toutes sphère d'activités: prêtres au pays, missionnaires au loin, laics, mariés ou non, voués aux tâches de la vie civile. Toujours attachés de coeur à l'oeuvre qui leur a permis naguère de prendre une plus vive conscience d'eux-mêmes, de la vie et du monde, ils en suivent, grâce à Josette, les développements et lui apportent maintenant l'assistance de leurs deniers, de leurs conseils et de leurs services. Se souvenant que sur la Route, leur règle d'or disait: "C'est l'équipe qui voyage", spontanément ils transposent cette consigne sur un plus vaste plan et se concertent pour administrer, construire et diriger.

Depuis 1952 en effet, les Equipiers de

(*Continued on page* 34)

FOOTBALL
AND HEAT EXHAUSTION

CHICAGO—Two national organizations oday endorsed an eight-point program de-igned to cut down the number of football atalities from heat exhaustion and heat troke.

A joint statement by the National Feder-ation of State High School Athletic Asso-iations and the American Medical Associa-ion's Committee on the Medical Aspects of Sports noted that there were four such atalities during the 1959 football season.

These fatalities, they said, usually occur luring early fall practice sessions which are conducted in very warm and highly humid weather.

During this stage of training athletes are not accustomed to hot weather activity. As a result, salt and water in the body are depleted due to excess sweating which causes heat exhaustion. Heat stroke de-velops from overheating due to lack of sweating.

Symptoms of water and salt depletion may include headache, nausea, hallucina-ions, and weak and rapid pulse.

The A.M.A. committee offered the follow-ng eight-point program to help coaches prevent heat exhaustion and heat stroke luring this period:

—Require a careful medical history and check-up prior to the beginning of practice.

—Schedule workouts during cooler morn-ng and early evening hours.

—Acclimatize athletes to hot weather activity by carefully graduated practice schedules.

—Provide rest periods of 15-30 minutes luring workouts of an hour or more.

—Supply white clothing (to reflect heat), oose and comfortable (to permit heat escape), and permeable to moisture (to allow heat loss via sweat).

—Furnish extra salt and water in recommended amounts during hot weather.

—Watch athletes carefully for signs of trouble, particularly the determined athlete who may not report discomfort.

—Remember that temperature and humidity, not the sun, are the important factors. Heat exhaustion and heat stroke can occur in the shade.

The statement also noted that the old idea that water should be withheld from athletes during workouts has absolutely no scientific foundation. In fact, such restriction by depleting water in the body can lead to heat exhaustion.

During exercise in the heat, it is essential to replace the water, hour by hour, lost by perspiration. Intake, at any one time, however, should be held to one-half water glass or less—two to four ounces.

Salt also needs to be replaced daily, particularly during the acclimatization period. Extra salting of the athlete's food within the bounds of taste will accomplish this purpose.

Salt tablets, particularly on an empty stomach, can be irritating and may be poorly absorbed. Adding one teaspoon of salt to six quarts of drinking water offers another approach.

Even after acclimatization, the statement concluded, it is advisable to alternate periods of strenuous exercise with periods of rest during hot weather. Also, it is important for the coach to observe his athletes for signs of lethargy, inattention, stupor, awkwardness, or unusual fatigue.

The statement was based on original material supplied by Warren R. Guild, M.D., Boston; Robert B. Lindsay, M.D., and Carl S. Blyth, Ph.D., both of Chapel Hill, N.C. Allan J. Ryan, M.D., Meriden, Conn., is chairman of the A.M.A. committee.

REPORT OF THE CAHPER CONVENTION

DAVID W. KEYHO

Supervisor of Physical Education,
Barrie Public School Board.

The following is, in part, the report which Mr. Keyho included in the teachers' "Bulletin" he prepares and distributes to teachers in the Barrie, Ontario area.

At the 1961 Convention of the Canadian Association for Health, Physical Education and Recreation, the host province was Ontario, and no finer spot could have been chosen than the new campus of McMaster University, Hamilton. During the last few years McMaster has had built some of the most beautiful and most modern buildings in all Canada. Among these are the Engineering, the Divinity, and the Students' Union buildings, the Physical Sciences building, and the new residences, Moulton Hall (women) and Whidden Hall (men). Still under construction or planning are the new Physical Education buildings including a really beautiful swimming pool.

I motored down during the morning of Monday, June 19th, the first day of the Convention. It was a sunny, windy day, and the humidity was noticeable upon nearing Hamilton. Like many others who had studied at McMaster during the past year or two, I was almost lost on the new campus. There were so many new buildings where once had been wide, dusty open spaces. The architects and planners have taken great care to see that the old and the new blend, and one is struck by the harmony in the architecture. The new men's residence is really first-rate and the comfort of the students has obviously been carefully considered.

After registering at the residence I had lunch at the cafeteria in the Students' Union Building. This first meal, a salad, was very good and well-served and set the standard for all the meals I had during the whole five days of the convention. Delegates were arriving from all parts of Canada; each was given, on registering, a name-card with his name and place of origin. We were also given a very fine plastic briefcase containing a convention programme, maps of Hamilton, and various other documents including an invitation to the Provincial Dinner to be held at the Scottish Rite Club on Tuesday—speaker, the Ontario Minister of Health. As we all assembled, chatted, greeted and explored the campus, I was reminded of the German folk-song, "Alle Vögel Sind Schon Da, Alle Vögel, Alle" (All the birds are there, all, all of them).

The rest of the afternoon was spent examining the various exhibits and trade displays at the Hamilton Teachers' College, which is also on the McMaster Campus. Nothing was planned for the evening. I turned in early.

On the Tuesday morning a General Assembly was held at the huge Engineering Building, Chairman, Prof. Ivor Wynne, Director of the Physical Education Department of McMaster University. Prof. Wynne was also the Convention Chairman, responsible for the planning and running of the 1961 Convention. He remarked on the large attendance, some 500 delegates, and noted with particular pleasure the large delegation from Quebec Province. Thirteen Quebecois had come. Mayor Jackson opened the Convention, and his speech, which contained wisdom, wit and dedication, set the atmosphere for the whole week's proceedings. He stressed the importance of pride in one's work, pride in the community, civic pride and the importance of the health of the community, particularly the children. He quoted: "The strength of a country lies in the health of its

Left to right — Dr. Jay B. Nash, Convention Keynote Speaker; Major Jim Lees, Curator, Mill of Kintail, G. A. Wright, CAHPER President.

people". As physical and health educators, we play an important part in civic affairs, and, thus, in the affairs of our country.

Dr. Jay B. Nash

The main speaker at the General Session was Dr. Jay B. Nash. His speech was one of the "Keynote Addresses" and was entitled "Looking at Basic Issues in Physical Education".

Dr. Nash said that we need not be too worried about the health of young children for their own sakes, but for the fitness of the youth of 30 years and upwards. After age 30 what you are depends on what you were from 5 to 15 and from 15 to 30. Most people project their interests back to age 6-12. One does not often develop new hobbies or interests after the age of 20. It is, therefore, necessary that good health and fitness habits be inculcated in the young as a means of remaining in good health and sanity throughout life.

Learning takes place through our hands. The hands are the eyes of the brain. We learn meanings through DOING. Words mean nothing unless related to doing, to action. To be profitable, exercise must be enjoyable. We must WANT to do it, there must be an innner drive, motivation. If we walk, we must have somewhere to walk to, if we think, we must have something to think about. There must be a drive from within. Physiological fitness is the only fitness worth considering; organic fitness. The efficiency of heart, lungs and brain is far more important than the fitness of little-used skeletal muscles. To get this fitness and keep it into old age we need recreation. Fitness through enjoyment.

The big problem in this age is not the virus, not surgery, or communicable diseases, but the "malignancy of idleness". Worry, tension, apathy, will be the curse of tomorrow. Only leisure and not idleness can break the tension of the mind. Recreation must be raised in the public eye, must be made meaningful. The profitable use of leisure time.

Teaching Demonstrations

"Modern Approaches to Physical Education" was the theme of the two practical demonstrations I saw on the Tuesday afternoon.

The first, given by Miss Kay Brennan, with a class of Grade 7 and 8 girls, was on "Movement Training", and was 100%

Creative Dance. Miss Brennan took an introductory activity for relaxation and "mood-setting" and then explored the qualities of Weight and Time. The girls worked well, but I felt that any good that was done in the direction of "selling" this type of work to a sceptical audience was offset by the length of the demonstration. The demonstration ended with a Group Dance in groups of three showing the contrasts in Weight and Time. The subsequent Panel Discussion on these two demonstrations indicated that the concensus of opinion was that more should be known by teachers about this type of work. At present it is poorly understood and therefore not fully appreciated. It was agreed, however, that the body-awareness developed by Creative Movement is very important in all physical activities, particularly gymnastics.

The second demonstration was given by Frau Irma Nikolai, of Köln, Germany, a former pupil of Professor Diem who wrote the excellent book, "Who Can?". Entitled "German Gymnastics", the teacher's work was one of the type set out in this book. The audience soon began to feel 100% admiration for Frau Nikolai, as she, with only a little English, tried to coax blood out of a group of stones. Somehow the class selected for her demonstration just was not suited to the relaxed and workmanlike way of teaching, the lightness and flow of movement and element of happiness in this German work. The children had obviously not been used to moving freely in the gym, moving lightly and quickly from one spot to another. This, the teacher soon realised, and while she did not do that which she set out to do, namely, to show the audience how she teaches the basic agilities of headspring and neckspring, she gave us all a fine lesson on how to handle a class with no background, and in 45 minutes help to make up for this lack. Her most often-used phrase was, "That is not good, we shall do it again". The panel discussion revealed the admiration she had won from both panel members and audience alike. The class was a Grade 5 and 6 group.

The Provincial Banquet

The big event of the Tuesday evening was the Provincial Banquet held at the Scottish Rite Club in Hamilton. Most of the 450-odd delegates were there to eat well at the expense of the Government and listen to the address given by the Honorable M. B. Dymond, M.D., Ontario Minister of Health. The theme of his speech was Health and Fitness. He spoke of the cycle of fitness which repeats itself in history. The peak reached by the Greeks and Romans and the low ebb of the Dark Ages when the body was the tool of the Devil, the rise and peak in Scandinavia, Germany, Czechoslovakia before and during the Second World War, and the alleged low ebb in North America in the 1950's and 60's. He showed how the organized physical education programmes of the Armed Forces in two World Wars produced greater fitness than the participants ever imagined possible. We need more organized programmes in peace than we ever did in war. The Government should do more, the Government will do more. Leadership is required and the teaching profession must show the way. Physical fitness must be "sold" to the public. It needs imagination, courage and faith, enthusiastic education of the people of all ages.

Wednesday, June 21st. Section Meetings started at 9 a.m. and I first visited the lecture given by Prof. Kirk Wipper on the Direct Method of Artificial Respiration. Prof. Wipper is on the staff of the University of Toronto School of Physical Education. The importance of this method of rescue breathing cannot be stressed too much. Also called the "Mouth to Mouth" or "Mouth to Nose" method, it has many advantages over its predecessors, the Schaeffer and Holger Nielsen Methods.

There was a demonstration of the Direct Method and literature was circulated to all present.

I am convinced of the value and need of a knowledge of this method by all our teachers and pupils. It is a matter of life or death to a person in danger of drowning or suffocation.

Dr. Peter Karpovich

At 10.30 a.m. another of the Keynote Addresses was given. This one was by Dr. Peter Karpovich, a renowned physiologist and researcher in physical education. His speech was entitled, "Quo Vadis in Physical Education".

Here are a few of the main points:

Quo Vadis? General direction known but often the most efficient route is not shown on the map. An enquiring mind needed. Not

On the Sunday evening following the CAHPER Convention, CHCH-TV, Hamilton presented a full half-hour programme which covered the highlights of the convention. For that programme Professor Ivor Wynne of McMaster University interviewed

Dr. Josephine Rathbone

Dr. Peter Karpovich, Springfield College

Dr. John Griffin, Director, Canadian Mental Health Ass'n.

a syllabus, but an outline.

If direction of progress is to be known some direction from Authority is needed. Self preservation and National Safety are at stake.

There are always weaklings in an over-civilized area. We in North America are over-civilized. Sedentary occupations need physical exercise as an adjunct. Keep Fit.

Quo Vadis? The answer is Work for the Future.

Physical Education joins Preventive Medicine when the products of the lack of exercise become pathological.

Poor advertising on TV and in newspapers misleads the public. The nation is not all that unfit.

The quantity and quality of physical education research must increase.

Standards needed in teacher-training, especially training of specialists.

The atomic age is the product of years of research. Future ages will depend on research in P.E.

Money MUST BE SPENT on a problem vital to the survival of life on this planet.

A NATIONAL ERGOGENIC LABORATORY is needed.

A battery of tests is needed for muscle strength and endurance and locomotion.

Although, again, most of this was not news to the delegates, we enjoyed the address. It is good to know that people in high places are aware of the problems even if they cannot come up with the answers at this time.

Supervisors' Panel Discussion

Next I attended the Supervisors' Panel Discussion. Among the very interesting matters discussed were: the type of lessons being taught across Canada—mainly need for more vigorous activity, challenges; Fitness programmes in Junior High Schools—North York have a hard fitness programme early in the school year, then it tapers off and the students are expected to keep up the training as homework. (They do, too!). The aim is overall development, not fitness *per se.*

In-Service Training. Gretta Schwartz of Calgary, outlined Calgary Public School Board's system. They use the teachers with summer school special training in physical education in their in-service programmes. It has been going for ten years. Teachers pay $10 for the course and at the end, half University credit is given for salary purposes, applicable only in Calgary schools. Older ladies are encouraged to take part and many do. Supervisors of physical education organise the programme and give some of the instruction.

Teachers' Evaluation of their work. Ross Waters, North York, has the teachers plan their own year's work, a core programme. The teachers are so involved in the planning of the programme that its evaluation is a personal matter.

Inter-School Programmes were discussed at length and again Calgary's system was outlined. All speakers stressed that house leagues were better than inter-school competition in the elementary school.

At 4 p.m. I went to the gymnasium to watch Frau Nikolai take another gymnastics session, this time with volunteers from the delegates. Five young ladies learned handspring and headspring. It was a very interesting lesson.

Canadian Army Gymnastics Team

Finally, to round off a crowded day, we all watched the Canadian Army Gymnastics Team give a Display. It was of the highest calibre and kept the almost hypercritical physical educationalist audience shouting for more. The timing of some of the stream-vaulting over the 8-ft. table was really wonderful. Star of the demonstration was Sgt. Wilhelm Weiler, the Canadian Champion from Camp Borden. His mat routine of round-off, backhandspring, half-twisting back somersault layout, front somersault, was beautiful.

Thursday, June 22nd. At 9 a.m. I attended the French-speaking session during which Mlle. Cecile Grenier outlined the physical education programme in operation in Montreal Catholic Schools. The speaker founded the system after many visits to the best physical education institutes in Europe, including the Medau Schule in Coburg, the Swiss Federal School of Gymnastics, and Sport at Maggligen and the Sport Hochschule in Köln.

Dr. Josephine Rathbone

Dr. Josephine Rathbone, wife of an earlier speaker, Dr. Peter Karpovich, was speaker at the general assembly at 10.30 a.m. Her subject was, "Mother Nature", and dealt mainly with childbirth and exercises for relaxation of specific muscle groups at certain times. Her address was

The Women's section in session

A luncheon meeting of the French language section

and . . . a bull session over coffee cups

first-rate. Since we are all concerned with teaching Health Education, and since sex education is a part of this, we should have at our fingertips the information concerning childbirth and the relaxation exercises, prenatal and postnatal. Dr. Rathbone mimed several of the exercises. One interesting fact which came to light was the fact that when people are worried or tense, the levator muscles of their shoulders contract, lifting their shoulders. It even happens when we concentrate hard. This is why so many people have stiff, aching necks which lead to headaches and sometimes pathological conditions. The audience were tricked, or rather, caught unawares twice by Dr. Rathbone, and it proved her point better than a thousand words. We could feel our shoulders drop when we relaxed. The speaker stressed that in our teaching of physical education we must maintain the highest discipline. We are the teachers, the children the learners. They cannot learn unless they are attentive, and they cannot listen unless class discipline is such that they MUST listen. It reminded me of the oft-heard phrase in Germany when discipline is discussed, "*Sie* sind die Leibeserzieher", "You are the physical educators". It is you who says what will be done in the gym and how it will be done. The children will learn only through obedience to the teacher. She has the answers. It was good to hear this point put over so forcefully at a National Convention.

Luncheon at 12 noon was sectional, and I was invited to lunch with the French-speaking group. I accepted and learned quite a lot about the physical education set-up in Quebec. It would appear that there is a great need for unity within the Province as well as unity with Ontario and the rest of Canada.

The luncheon address was by Major James Leys and was the "Tait McKenzie Memorial Address". Major Leys outlined the work of Tait McKenzie and stated that the Mill of Kintail would soon become a national shrine for physical educators, supported by the Government and aided by voluntary subscriptions. A large physical education reference library would be maintained there.

Supervisors' Panel

For me, the big event of the afternoon was the panel discussion of the Supervisors' group at which I was to speak. The subject of the discussion was, "Where are we going in supervision?". My panel colleagues were Miss Jessie Williams, Mr. Tom Hennessey, and Mr. Jack McKenzie; the chairman, Bing Caswell. Miss Williams spoke well about public relations in supervision, giving her ideas on how the supervisor can get along with principals, teachers and office staff. She said one of the supervisor's best friends is the school caretaker. It is necessary that the supervisor always arrange visits in advance and see to it that his visit does not clash with that of the Music or the Art Supervisor or of an Inspector.

My topics of discussion were concerned with working with the teachers and improving the quality of instruction and making up for the lack of physical education background in the teaching staff.

One of the biggest problems is having the teacher plan a course of study for herself within the framework suggested in the various Department of Education Courses of Study. I mentioned the Progress Sheet we used last year and the way I hoped it would avoid unnecessary repetition of elementary work from year to year. Thus progress would be assured. In next year's In-Service sessions I hope to cover many of the points I talked about at the Convention. Lesson construction, block-teaching in units, planning a year's work based on what you know was done last year. On improving the quality of instruction, I said that some teachers felt unsure of themselves, insecure in the gym. Some others seemed to think that young children are incapable of carrying out simple instructions with efficiency and accuracy. To get a high standard, you must demand a high standard. The supervisor must try to embody in his teaching, in his attitudes and behaviour, the things he is trying to inculcate in others. More can be done by example than by precept. I stressed the importance of neatness and orderliness in the handling of apparatus. Be particular in all you do. See to it that the things you want the children to do are DONE, and DONE IN THE WAY YOU WANT THEM DONE. Do not accept less than that. Repeat the movement a dozen times, but get it done the way you want it done. As supervisors we must give the teachers with whom we work a standard to live up to. Make them believe we expect

(*Concluded on page* 34)

Miss Kay Brennan's group demonstrates "Movement Training"

Mrs. Irma Nicholi teaches lead up exercises to "German Gymnastics"

The Canadian Army Gymnastics team performs on the high horse

REPORT
of the
EXECUTIVE SECRETARY

It has been an interesting experience to endeavour to establish an office and office procedures, working from three different places.

During this current year, through very real co-operation of the President, it has been possible to have the office of the Executive Secretary function more efficiently. The prospects for the future are even better. We are very aware of our deficiencies, of the slow response on many occasions, and of the things which have not yet been done. We ask your forbearance.

The "Office"

A great deal of correspondence has been dealt with. Much of it has been routine, concerned with the business of the Association, with other organizations, the officers, branches, committees and with membership.

We are still being asked to do impossible tasks. These range from finding a life history of Deo Lewis to writing a brief essay on the Canadian Association for a grade eight student in Texas.

Canadian schools of Physical Education and college libraries ask for complete sets of the Bulletin and Journal. In addition we are expected to be expert in telling how to present briefs to Commissions, Boards and others.

You will be pleased to know that the files both ancient and modern are gradually being gathered in one locality. We are indebted to the R.C.A.F. for substantial help in respect to getting files, long on the west coast, to Toronto a short time ago.

Membership

This office has assisted in receiving and processing memberships and renewals. For the most part our system is working well. There are occasional snarls which have to be untangled.

We still have trouble keeping our office records of Branches and their officers up-to-date. This has always been a problem. Members send fees direct to this office, not reporting to the Branch. Branches take in National fees and delay reporting these to this office. We need help to keep the records clear.

The Executive Secretary has spoken in several places on behalf of membership sometimes with results. We have been suggesting the small branch with members located geographically close together.

Publications

The Chairman of Publications and the Editor have worked closely with the office. Publications and pertinent correspondence is passed on, or briefs made from them for publication in the Journal.

The office has continued the search for sponsors to print or publish studies which have been submitted. We have to report no success in this respect.

Bids have been received from several printing houses which would print the Journal. Mr. Passmore will report these.

The Journal is distributed from the office to other organizations, in particular to those newly interested in ours, or in answer to enquiries from out of Canada.

The office would add to the pleas of the

McMASTER UNIVERSITY

Department of University Extension

offers the degree

BACHELOR OF PHYSICAL EDUCATION

The following courses will be offered at evening classes during the 1961-62 term:

P.E. 5a3 and P.E. 5g3 (Sept.-Dec.)
P.E. 5b3 and P.E. 5h3 (Jan.-April)

These classes will be offered both on the University campus and at Oakville.

Write or phone the Director of Extension, McMaster University, Hamilton, Ontario, for the Extension Department Calendar which completely outlines the work of the Department.

Phone JAckson 9-7101

Publications Committee that Branches set up active editorial groups which will channel news and articles to the Editor.

We really need a new write-up of our Association which can be reprinted and sent to students, other sister organizations, and in response to numerous enquiries that reach us.

Finance

Under the direction of the Chairman of the Finance Committee and the Journal Advertising Manager, the office has worked out a set of books which can be properly audited and will clearly show the sources of income and expenditures. Under the present office space arrangement this has not been too easy to do as we have not been able to keep all the necessary records in one place.

Field Trips

The visits to Branches large and small, and with groups of members in all parts of the country, have been useful and certainly helpful in developing stronger bonds between all of us.

It has been a wonderful experience for the Executive Secretary to meet people in all provinces on behalf of the officers and the Association.

The visit in Washington in November 1960 made it possible to complete some mutually beneficial business. And it strengthened the bonds between our two Associations.

Finally, may I say that it has been a privilege to serve this Association in this office. This service has been by no means faultless. There have been many omissions. There is room for a great deal of improvement. On the other hand much has been accomplished in the past two years in co-operation with our vigorous and aggressive President, who has done more than his share for the office of the Executive Secretary.

C. R. Blackstock,
Executive Secretary.

Hamilton, Ontario.
June 19, 1961.

REPORT of the WOMEN'S ATHLETIC COMMITTEE

The Women's Athletic Committee is a Standing Committee of Canadian Association for Health, Physical Education and Recreation.

Purpose

The purpose of Women's Athletic Committee is to carry on a continuous study of women's athletics, and to serve as a medium of contact and interchange of information concerning girls and women's athletics across Canada with the aim of helping to raise the standard of women's athletics as practised throughout the Country.

Composition and Function of Women's Athletic Committee

In order to accomplish this purpose, the Women's Athletic Committee is composed of (a) ten provincial representatives, whose job it is to establish and maintain contact within the province and with other members of Women's Athletic Committee, and (b) a number of sports chairmen, who collect and disseminate information and recommend ways and means of raising standards in the specific sport. At the moment there are three sports chairmen, for Aquatics, Basketball, and Volleyball, and an Officiating Chairman. (c) the Journal Representative is responsible for maintaining contact with CAHPER members through the Journal, and for soliciting articles for the Journal. (d) the Chairman co-ordinates this work.

The 1959-1961 Women's Athletic Committee members are as follows:

Provincial Representatives:

Newfoundland	Miss Thelma Gerstman
Prince Edward Island	Mrs. Irene Ferguson
Nova Scotia	Mrs. Pat DeMont
New Brunswick	Miss Pauline Cunningham
Quebec	Miss Margaret Walker
Ontario	Miss Alice Trevis
Manitoba	Miss Marion Crawford

Saskatchewan Miss Pat Lawson
Alberta Miss Ruby Anderson
British Columbia Miss Barbara Schrodt
Aquatics Chairman:—Miss Gladys Bean
Basketball Chairman:—Miss Pat Lawson
Volleyball Chairman:—1959-60 — Mrs. Gwen Anne Vernon
1960-61 — Miss Helen Stewart
Journal Representative:—Miss Jean Forster
Chairman:—Miss Freda Wales

Work of Women's Athletic Committee

The Chairman issued six newsletters which set up a system of communication and suggested a method of operating.

The Aquatics Chairman published four newsletters listing up-to-date sources of information on all aspects of aquatics.

In Basketball and Officiating, representatives were sent to the Division of Girls and Women's Sports Meetings in Chicago and Atlantic City. These were financed by local Boards of Women's Sports Officials in the Maritimes, Quebec and Ontario.

A brief survey of officiating practices in Canada was made. Liaison was maintained with all Boards and the officiating section of DGWS.

In volleyball, three meetings and a clinic were held and attended by coaches and officials from Quebec and Ontario. A questionnaire was conducted in order to determine the existing situation and needs in this sport. Results of this as well as the minutes of meetings and clinic held in Toronto were circulated to all provinces. Plans are underway for another clinic to be held in September.

The Journal Representative has been responsible for a number of articles in the CAHPER Journal.

Work has continued on the report on Standards in Athletics for Girls and Women prepared by the Edmonton Women's Branch. The first revised report was circulated for comment to all Branches of CAHPER and attention was drawn to it in the Journal. A second revision will be presented at the meetings in Hamilton.

Women's Athletic Committee Meetings At C.A.H.P.E.R. Convention

Two meetings are planned for June 21 and 22. The Ontario members of Women's Athletic Committee have been responsible for setting these up.

At these meetings it is hoped that the purpose and function of the Women's Athletic Committee will be further clarified, operating codes set up, and action taken on the report on Standards. Election of new Women's Athletic Committee will take place at this time.

Respectfully submitted,
Freda N. Wales,
Chairman

REPORT
of the
MEMBERSHIP CHAIRMAN

		Totals
National Members		
British Columbia	96	
Alberta	98	
Saskatchewan	31	
Manitoba	37	
Ontario	340	
Yukon	1	
Quebec	79	
Newfoundland	7	
New Brunswick	6	
P.E.I.	17	
Nova Scotia	21	
U.S.A.	10	
Overseas	15	
	——	758
Student Members		343
Subscriptions		
Canada	164	
U.S.A.	34	
Australia and New Zealand	2	
	——	200
Exchange Subscriptions		8
		——
		1309

There are 27 LIFE MEMBERS included in National Members figures.

The majority of the Overseas National Members are from the Armed Forces and Civil Service Branch, with the addition of some teachers in Europe and Great Britain.

The Subscriptions in the United States are all for American Universities and Colleges.

Respectfully submitted,
IVOR WYNNE,
Membership Chairman,
1959-61.

CONVENTION RESOLUTIONS

At the Hamilton convention the business meetings of the Representative Council were both lively and productive. The decisions reached were indicative of the growth and expansion of the Association. The following is an outline of the decisions made. They are presented in resolution form as put forward at the convention.

Duke of Edinburgh's Awards

Be it resolved that this convention strongly endorses the concept of the Duke of Edinburgh's Award as a scheme of work which can effectively fit into existing programmes of physical education and recreation in schools and in both public and private agencies; *and be it further resolved that* every effort be made to encourage its promotion in Canada; *and be it further resolved that* a committee be established to co-operate with any or all National, Provincial, or private groups interested in promoting the development of this award.

Distribution of "Junior Division" Publication

Be it resolved that C.A.H.P.E.R. accept agreement with the Department of Education, Ontario, to act as the distributing agent for the publication "Physical Education, Junior Division, Grades 4, 5, 6" as stated in the letter from J. R. McCarthy, Superintendent of Curriculum, dated June 16th, 1961.

Revised Fee Structure

Be it resolved that the fees be established on the following basis:

Active:	
First 3 years of membership	$ 6.00
4 years to 10 years inclusive	$10.00
Over 10 years	$15.00
Associate	$ 6.00
Student	$ 3.00
Library	$ 5.00

Be it resolved that the effective date for change in fee structure be September 1st, 1961.

National Office

Be it resolved that the Executive Council of C.A.H.P.E.R. be empowered to set up a national office and staff to handle the overall functions of the Association.

Liaison with the Parks and Recreation Association of Canada

Be it resolved that the Canadian Association for Health, Physical Education and Recreation, through its president, establish a committee to study carefully the suggestions contained in the brief presented by A. Dulude, and act in liaison with the Parks and Recreation Association in bringing forward recommendations for action that would be in the best interests of our two associations.

Honour Awards

Be it resolved that the Honour Awards Committee be authorized to grant posthumous awards if warranted in addition to the five awards now authorized.

CAHPER-CMA Co-ordinating Committee

Be it resolved that C.A.H.P.E.R. establish a standing committee known as the "CAHPER-CMA Co-ordinating Committee" whose duties will include:

1. Informing and advising the Canadian Medical Association of studies, research and other developments in the areas of physical education and recreation.
2. Informing and advising the CAHPER on medical studies and research which are applicable to the fields of physical education and recreation.
3. Meeting with a comparable CMA Committee to exchange ideas and improve methods of keeping the public adequately informed concerning the promotion of proper fitness and its relationship to good general health.
4. Acting as a CAHPER clearing house for ideas and suggestions which appear to require medical advice or investigation.

Mill of Kintail

Be it resolved that the National Capital Commission of the Government of Canada acquire the historic site known as the Mill of Kintail on the XIII Line of Ramsay Township in the County of Lanark lying within the National Capital Region, for the purpose of maintaining and administrating the said Mill of Kintail as a National Memorial to the great Canadian

surgeon, physical educator and sculptor, R. Tait McKenzie, and as a shrine devoted to the ideals of mind, body and spirit.

Research Committee

Be it resolved that a Research Committee be established as a Standing Committee of the Association.

Resources of Tomorrow Conference

Be it resolved that CAHPER make a strong recommendation to the Federal Government to redirect Provincial Committees to include in their committees representation from the program area of recreation, and that they be invited to attend "The Resources of Tomorrow Conference".

Elementary School Standards

Be it resolved that the CAHPER establish a special committee for the purpose of recommending standards for health and physical education instruction in teacher-training at the elementary school level.

Canadian Foldaway Climbing Equipment

Be it resolved that the basic design of the Canadian Foldaway Climber receive the approval of the Association and that this approval be indicated, at such time as the presidential committee is satisfied that all necessary safety features are incorporated, by a stamp on the apparatus and literature accompanying it. This stamp should read "Designed in co-operation with the Canadian Association for Health, Physical Education and Recreation (CAHPER)". All of the above must be governed by the proviso that the legal aspects of responsibility have been ascertained by the committee and the executive of CAHPER.

Committee on School Athletics

Be it resolved that the incoming CAHPER Executive establish a *special* committee on school athletics.

Be it resolved that the special committee on school athletics include in its duties:

1. A study and report on the effect of professional or professionally controlled sports on the school athletic programme.
2. Identification of the role which commercial enterprises should occupy in school athletics.
3. Identification of the relationship which should exist between school sports governing bodies and
   (a) amateur sports governing bodies,
   (b) university sports governing bodies,
   (c) other sports groups.

R. Tait McKenzie Memorial Fund

Be it resolved that CAHPER set up a Memorial Fund to be administered by the board of directors; and *Be it further resolved that* a committee of the board be authorized to solicit and receive funds for this purpose and to recommend ways and means by which this fund may be used to perpetuate the Memory of the Late Dr. R. Tait McKenzie.

Federal Aid for Sports and Athletics

Be it resolved that where continuing liaison with the Federal Government regarding federal aid to sports and athletics a representative or representatives from the field of recreation be included in any discussions.

FOR GRADES 1-8 . . . .

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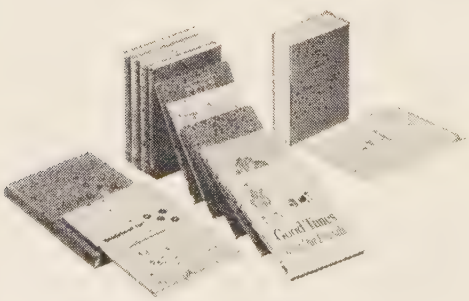

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CITATIONS FOR CAHPER HONOUR AWARDS

LORNE BROWN

The teaching service of Lorne Brown in physical education has extended over 32 years. At all times he has displayed the highest ideals and standards of professional ethics, and by his example has influenced many thousands of young men and women into entering physical education.

It is difficult to say which are Lorne Brown's main interests and contributions because his experiences have been so varied.

Some may know him for his contribution as a health educator. He has been a pioneer in British Columbia in the teaching of Health, is a Follow of the American School Health Association, a member of the Board of Directors of the Greater Vancouver Health League, a member of the Physical Fitness Committee and the Health Courses Committee of the Greater Vancouver Health League and is an Executive Member of the Health Division, Community Chest and Council.

Others may know him because of his outstanding contribution in physical education. He has taught at elementary school for three years, high school for ten years, normal school for nine years and at university for six years. This complete range of teaching experiences is one of the reasons for his appointment as Provincial Supervisor of Physical Education from 1944-6 and for his election to the highest office in our profession, that of President of the Canadian Association for Health, Physical Education and Recreation. It is significant that the move for a printed Journal, perhaps the greatest step forward in our profession, was voted upon during the end of his presidency at the historic Halifax biennial convention. This convention is seen by many as one of the most significant in the history of our association, as it marked the "growing-up" of our body. Much of the credit must go to the quiet hand of Lorne Brown, who guided members from the old concepts to the modern in our Association. In his professional work, as well as being president, he was chairman of the Programme Committee of the First Commonwealth Conference on Physical Education in 1954, has held various positions in the B.C. Lower Mainland Branch since its inception, was Chairman of the first B.C. Provincial Conference on Physical Education and is now the Member-at-Large of our Association.

But perhaps his main contribution has been in camping. He is past president of the B.C. Camping Association, past president of the Camp Fraternity of the YMCA Camp at Elphinstone, British Columbia and has been Chairman of its Programme Committee, is Chairman of the University of British Columbia Camping, Outdoor Education and Conservation Committee. He now operates his own private camp in the Cariboo, British Columbia.

But the measure of the man is not in his positions, his publications, his participation in so many organizations. The measure of Lorne Brown is in the quality of his work, the sincerity and earnestness of his endeavours, the quiet, unassuming, devoted service he has given our profession. Lorne Brown is an acknowledged leader in physical education. He has risen from the ranks as an elementary teacher to the highest pinnacle we can offer, and his progress has been marked by the never-ending belief in the worth of physical education and the importance of the development of our profession.

JAMES BALFOUR KIRKPATRICK

Ever since his first teaching appointment in Melfort, Saskatchewan, James Balfour Kirkpatrick has been an enthusiastic exponent of Physical Education.

Consistently seeking to improve the status of the profession, he has stimulated its growth and development in Canada over the past thirty years. His influence has been most profoundly felt in Saskachewan, but he has also made important

national contributions.

In spite of the fact that no physical education degree course was available to him when he enrolled at the University of Saskatchewan and he had to be content with a Bachelor of Arts degree, he vigorously pursued his main field of interest through graduate studies. In addition to a Master's degree in education he also earned a doctorate in physical education from Columbia.

His first appointment as a High School teacher was at Melfort, where he pioneered in setting up a physical education programme. Later at Bedford Road Collegiate in Saskatoon, although employed as a chemistry teacher, he enthusiastically devoted much of his time to the physical education programme. It was no surprise, therefore, when he was appointed as physical education instructor at the Edmonton Normal School. However, his full professional stature was not realized until he became Physical Training Officer in the Royal Canadian Air Force; then Director of the Physical Fitness and Recreation Division of the Department of Education for Saskatchewan, and finally Director of the School of Physical Education at McGill University.

During this period he was a prolific writer and lecturer. He was co-author of the book "Physical Fitness" — one of the first in our field to be written by a Canadian. However, it was his procative articles and stimulating talks which left the greatest imprint on physical educators.

In addition to speaking and writing, he willingly served on many committees related to Physical Education and Recreation. Among the more important: he served as President of the Canadian Intercollegiate Athletic Union; Vice President of the Canadian Sports Advisory Council and member of the National Council of Physical Fitness.

As a result of his interest and activities over the past thirty years he has left no area of physical education untouched by his keen insight, sound philosophy and deep interest.

Therefore, on behalf of the Canadian Association for Health, and Physical Education and Recreation I am pleased to present to JAMES BALFOUR KIRKPATRICK, our Association's Honour Award.

PROF. HELEN M. BRYANS

Prof. Helen M. Bryans has been a strong and steady force in Physical and Health Education for more than a quarter of a century. When she was appointed to the staff of Jarvis Collegiate, Toronto, in 1923, she became the first full-time teacher of Physical Education in an Ontario Secondary School. Her life since that time has been a continuous record of conservative pioneering.

Primarily a scholar, she has never been one to abandon tried and tested practices in favour of the popular fad of the moment. This has made her a steadying influence in a profession that has more than its share of enthusiastic young people, whose background is necessarily limited. She views the current scene in relation to a philosophy of life gained through post-graduate studies at Columbia (where she obtained her M.A.) and overseas in Denmark and the British Isles.

An indefatigable traveller in her search for truth, whatever she sees that is new and different, must stand the test of unemotional analysis and critical comparison with existing classroom practices. In the midst of kaleidescopic shifts of emphasis she has been as steadfast as Gibraltar. The fact that the Physical and Health Education programme for Secondary School girls in Ontario has been so continuosly outstanding is due in no small measure to the constancy and inspired effort of Prof. Bryans, who for the past thirty years has been Director of the teacher training programme at the Ontario College of Education.

No one could accuse Prof. Bryans of being a "joiner." She realizes the importance of narrowing her sights to attainable goals and, therefore, limits her "extra-curricular" activities to organizations most likely to be productive. One of these is the Physical and Health Education Section of the Ontario Educational Association. She has never missed a year attending their Easter Convention and her contributions have been so substantial and so important that the O.F.A. saw fit to give her their Centennial Award as well as an Honarary Life Membershp. She also supports the Canadian Association of Health, Physical Education and Recreation. In 1943 and 1944 she was Vice-President of the Central Ontario Branch and presently she is

a valued member of the Metropolitan Supervisors Branch.

Miss Bryans' influence has spilled over beyond the borders of Ontario in many ways: First, by means of publications. Her two volumes on folk dancing, entitled "Scandinavian Dances" form the basis of the Ontario folk dance course for Secondary School girls, but are widely used elsewhere. She is also co-author of "Skill in Games" which is the "bible" for legions of women teachers. Secondly, we are proud to know that she is a familiar figure across the border, having taught in Texas State College for Women, on loan for one year, as well as participating in many summer schools and conferences.

Finally, Prof. Bryans lives the life she advocates so convincingly. Her quiet dignity and poise, her studied moderation and her mature judgment, command respect and admiration wherever she goes.

We do honour to ourselves in presenting you — PROF. HELEN M. BRYANS, with the Honour Award of the Canadian Association of Health, Physical Education and Recreation.

FRED SLOAN URQUHART

Fred Sloan Urquhart was born in Montreal on February 1st, 1906.

He received his education first at the High School of Montreal and then at McGill University where he obtained his B.A. degree in 1930.

In 1932 he decided to make Physical Education his profession and entered Springfield College, Springfield, Mass. He graduated with a B.Sc. in Physical Education in 1934 and stayed on for a year of post-graduate work during which he worked as assistant to Dr. P. Karpovitch in the Dept. of Physiology. In 1935 he was awarded the Masters degree in Physical Education.

After teaching for 1 year in the Verdun Y.M.C.A. Montreal, he joined the Protestant School Board of Greater Montreal in 1937 as Physical Education Specialist. For 12 years he was Director of Physical Education at the High School of Montreal until 1954 when he was appointed to the position of Co-ordinator of Athletics for the Protestant School Board of Greater Montreal.

He has worked unceasingly to further the development of Athletics in the Montreal area, and has spent much of his time and energy doing Committee work. From 1944-49 he was Chairman of the Laurentian Ski Zone and in 1949 was appointed to the important position of Chairman of the Canadian Amateur Ski Association, which post he held until 1952. In 1951 he became Chairman of the Greater Montreal Interscholastic Athletic Association, an organization which includes all the English and French speaking High Schools in the Greater Montreal Area.

His activities in connection with CAHPER have included President of the Montreal Branch from 1953-55 and on the Executive of the Association as Membership Chairman from 1954-59.

STANLEY T. SPICER

Mr. Stanley T. Spicer has, for many years, been recognized as one of the chief spokesmen for physical education in the Atlantic area.

To enumerate his many successes and contributions to the field would, in fact, be to describe the present status of athletics, physical education, recreation, and adult education in the province of New Brunswick.

As first director of the Physical Education and Recreation Branch of the New Brunswick Department of Education, and later as first director of the Adult Education and Fitness Branch of the same Department, he was, to a large measure, responsible for the planning of dozens of gymnasia and play fields, the training of almost one hundred teacher specialists, the creation of several sports governing associations in the province, the basic organization of one of Canada's best interscholastic athletic associations, the development of a superb physical fitness training program in conjunction with the Canadian Legion Physical Fitness program, the establishment of a leadership training camp, and the over-all direction of a department which has grown and flourished on service.

His voice has been heard and respected in all parts of Canada as he accepted national office on at least five organizations and councils. His books have enjoyed wide appeal and his professional articles have graced the pages of literally dozens of

(*Continued on page* 34)

WHO SAYS WE "GOTTA" WIN?

ROBERT M. ALLEN

Superintendent West Pike Community Unit Schools

From the Illinois Interscholastic

The favourite theme of many yells in the repertoire of each high school this fall will be that "we gotta win." The implication is that if "we" don't win, the world will somehow be enveloped in flames at the final game-ending gun. If that doesn't happen, then certainly small flames will spring up next morning in all the grocery stores, hardware stores, dime stores, drug stores and filling stations. It's doubtful that the sun will rise, and if it does, it will be out of orbit.

Actually, we don't "gotta win." If we don't, school and life will go on much as before. The sun will rise in its usual orbit the next morning, and while there will be regrets, there will be no cataclysm. Much more important is that in this crucial game, the teams shall be well coached, that the boys shall play with spirit and determination, that they shall play according to the rules of the game, that they shall strive to win. These things "we gotta" do. If after all this is done, "we" have a better score than the opponents, well, that's just a very desirable and much appreciated bonus.

Perhaps this "we gotta win" business is just an exaggeration to spur a bunch of boys on to greater effort. Maybe we merely ought to recognize it as such. If it means that we must try to win under the letter and spirit of the code that governs the game, we'll buy that. If it means that winning is all there is to the game, then somebody is on the wrong track.

I AM NOT ASHAMED OF COACHING TO WIN

CHES S. ANDERSON

It seems that at most educational gatherings which are attended by teachers, school administrators, or by interested observers, some phase of discussion is invariably concerned with the subject of inter-scholastic athletics; its values, its place in the curriculum, and especially its over-emphasis by the coach in order to produce a winning team. Eventually, discussion drifts into a loud rumble of discontent that this or that school happens to have an athletic coach who consistently reaffirms, by word and action, his belief that one of his primary duties is to produce a winning team. Eyebrows are raised and everyone is concerned that such a coach has absolutely no understanding of the place of athletics in the school curriculum, otherwise winning would not occupy such an important place in his thinking. The coach is openly criticized. To his critics, winning and losing are looked upon as a necessary evil in sports competition. Perhaps such criticism is not without merit, but it is gradually becoming an "old maid" complaint usually without justification.

Coaches of today are recipients of educational training which is on par with that required of other professional educators. The bulk of these coaches have also had, in addition, practical experience in sports participation. Such training and experience should qualify them as mature teachers with a clear picture of the values and drawbacks inherent in a well run athletic program. Of course, in coaching as in every other field, there now is and unfortunately always will be that 2% who flagrantly disregard principles for personal glory or advancement. This group would be in the minority and the school administration should take firm action to rid itself of this

excess baggage and exert more care in the future to select professionally trained and competent physical educators to guide their athletic program.

The majority of coaches, however, should be given credit for having decent moral standards and ethical principles concerning school athletics. The fact that the coach stresses winning should not be a cause for alarm. On the contrary, it should be considered quite natural. Bob Adams, a member of the Canadian Track Team at the 1952 Olympics in Helsinki and a track coach for Canada in the 1958 British Empire Games, made the following statement at a recent physical education conference: "Let's not fool ourselves. We all coach to win! What is wrong with that? This desire to win is not incompatible with the principles of fair play and good sportsmanship. A coach can have the strongest desire to win and at the same time not lose sight of the personal well-being of his players. The whole life of these youngsters will be composed of competition. Give them this desire to excel; this competitive spirit; this will to win; this attitude to sacrifice to achieve success. They will need such training to fortify themselves to compete successfully in our present-day society."

What is wrong with instilling in our youngsters a competitive attitude, tempered, of course, with proper ethical conduct and moral training fostered through the trained leadership of the coach? These young athletes need to be taught to sacrifice pleasures to become more mature men. They need to be taught to place the good of the team before personal gain. They need to be taught to strive for success. They need to be taught to play the game to win. They need to be taught to accept disappointment, suffering, defeat, and failure! If an athlete can learn these lessons in adolescence, he should certainly be prepared to bounce back from adult disillusionments with a steadier hand and climb higher on the ladder of success; success in school, success in business, success in graceful living, and above all success in achieving a life based on sound moral principles.

Critics of the coach should make every effort to understand his philosophy in regard to winning. Instead of coaching his team *To Win At All Costs* he coaches his team *To Strive To Win*! The coach is a teacher dedicated to educational principles. His primary interest is in helping students achieve the accepted goals of education.

The disgrace of the coach is not in teaching his young athletes to strive diligently and persistently to win; it is not in teaching his players that glory belongs to those who sacrifice, who train, and who fight the battle valiantly with every muscle fibre and mental capacity at their command. The disgrace comes when the coach feels little or no concern in using winning as a motivating force and thereby fails to develop the full potentialities of his team members.

Maybe the coach is trying to produce a winning team, but maybe he is also trying to teach his athletes through sport that success demands the price of discipline, hard work, and eternal persistence!

"There is one method of the exercise of powers that is almost free from these dangers, and that is what we call 'play'. For years play was looked upon merely as a sort of inevitable waste of time among children, but scientific study of the cultivation of these organisms has shown that play is in most respects the best, the ideal form of the exercise of the powers. Particularly is this true for the younger children, but it is in large measure true as they grow older. Play is the activity which their own natures suggest and guide; it is varied as their diverse budding capabilities require; and when free it is not carried beyond the point where one activity interferes with the development of others. The young child perhaps learns more and develops better through its play than through any other form of activity. Opportunity for varied play under healthful conditions is beyond doubt the chief need of children; comparative study of the mental and physical development of children to whom full opportunity for such play is given shows striking superiority, as compared with children to whom such opportunities are denied."

Dr. Herbert Jennings
(from "Those Hands" by J. B. Nash)

FIRM FOUNDATIONS

Comment by the National Federation S.H.S.A.A. (U.S.A.) in cooperation with the American Medical Association

Nothing is more important to top performance in the athlete than strong healthy feet. A condition that can easily undermine these firm foundations is epidermophytosis. This is the technical name for ringworm of the feet, often erroneously called "athlete's foot." Epidermophytosis is an annoying and sometimes painful condition that is probably not any more common in athletes than in other persons. But it can reduce the efficiency of the best athlete and may even keep him out of action.

Caused by certain kinds of fungi, the irritation most often manifests itself first between or under the toes at their base. The little toe and the adjoining toe are most commonly involved. It develops as a cracking or scaling of the skin which later becomes thick and soggy. Untreated, it can progress to an ugly oozing stage. Sometimes it is complicated by secondary bacterial infections and, at its worse, may spread to other parts of the body, including the hands and face.

Formerly, epidermophytosis was thought to be quite communicable, and footbaths were used in a mistaken attempt to prevent its spread in locker rooms, swimming pools and public bathing places. Studies have shown, however, that its occurrence is mostly a question of individual susceptibility and that footbaths are worse than useless because of the tendency of the solution to quickly become diluted with water, as well as dirty and contaminated.

Good foot hygiene has much to do with personal susceptibility and prevention of epidermophytosis in the individual player. Recommended practices include regular bathing of the feet, frequent change of socks, alternation of shoes from day to day, and airing of the feet whenever possible. Perhaps the single most important measure is thorough, gentle toweling of the feet after showering. A little talcum powder on the feet between the toes and in the shoes will assist, but cannot substitute for this drying.

When signs of epidermophytosis do appear, prompt medical treatment is essential to arrest the condition and to keep the player in the game. The biggest cause of complications is ineffective self-medication and consequent progression of the disorder due to lack of specific treatment. Today's physician has several new, effective drugs from which to choose to combat epidermophytosis.

(The above information and procedures should apply equally well to athletes and other persons participating in physical activities)—The Editor.

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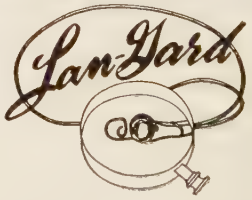

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TEEN TIPS ON KEEPING FIT

DON McGREGOR

Director of Physical Education,
Toronto Central Y.M.C.A.

"Jesus grew in wisdom and stature and in favour with God and man." This rather short sentence describes in concise fashion the mental, physical, spiritual and social sides of our nature and the fact that the totally fit teenager should give equal importance to each.

In today's language the term "fitness" is used in the same inclusive way. A teenager who is totally fit:

(a) has a satisfactory philosophy of life (knows who he is and has a conviction about his destiny);

(b) accepts people around him of all ages and is acceptable to them;

(c) is free from disease and correctible conditions and has good posture, endurance and strength.

A boy's religious life, his relationship to the people around him, and his mental accomplishments, seems to be receiving attention from his church, his home or his school, but his bodily fitness seems to be neglected. The ease of life in Canada today for most youngsters has produced an attitude to physical fitness which spells trouble if not soon corrected.

A physically fit teenage boy should:

1. Be strong enough to chin himself 10 times, to jump 18 inches above his reach.
2. Have endurance enough to run a mile without stopping.
3. Be flexible enough to touch his elbows to his knees with his hands behind his head or touch the ground without bending his knees.
4. Have a good balance—walk the edge of a 15-foot 2 x 4, turn and walk back without slipping off.
5. Be well co-ordinated.

Many fellows seem to think that being physically fit is like learning to ride a bicycle, and that once fit, you can forget about it. To the contrary, the benefits of exercise cannot be stored up for later use any more than the food we eat. If you stop eating for a week or month you would likely starve to death. If you stop exercising, you become weak.

A high standard of physical fitness can only be achieved through hard exercise. Exercise should be of two types:

1. Strength developing—like chinning the bar or pushups on the floor;
2. Endurance developing — like running or swimming at least a mile without stopping.

If you are medically fit and haven't been ill in the past month, see how you rate on the following tests. (Some of the tests are extremely difficult and strenuous and if a boy who was not medically fit were to experiment with these tests there is some possibility that he might do himself permanent harm.)

	Pass	*Fail*
STRENGTH		
Chin the bar 15 times	.....	.....
Pushups 25 times	.....	.....
Jump above your reach 24 inches	.....	.....
BALANCE		
Stand with feet together. Raise arms to front horizontal. *Close eyes* and raise on toes. Hold this position 20 seconds.	.....	.....
FLEXIBILITY		
Touch floor without bending knees	.....	.....
Sit on floor hands behind head, touch elbows to knees, keeping legs flat on floor	.....	.....
AGILITY		
Kneel on floor, jump to stand. Squat with hands on floor in front of feet—extend feet to rear. Return to squat position—stand erect	.....	.....
POWER		
Lay on the ground or floor with arms stretched over head. Have someone mark off the distance from toes to finger tips. Broad jump this distance from standing position	.....	.....
ENDURANCE		
Hop in place in succession: 200 up and down, feet together	.....	.....
200 straddle jumps	.....	.....
200 stride jumps	.....	.....

ATHLETICS AND NUTRITION

This article is taken from "Human Nutrition and Dietetics" by Davidson, Meiklejohn and Passmore. This is a British book published in 1959. The Canadian publisher is The MacMillan Company of Canada Limited to whom we are indebted for permission to reprint the section herein.

Only a minority of athletic records are 10 years old. In all classes of athletics, and indeed in sports generally, there has been a sharp rise in the standards of performance. These new standards have been made possible by newer methods of training. Most important, the top-class athlete trains far harder than his predecessors. The extra physical activity in training involves extra energy.

In the past there was no sphere of dietetics in which faddism and ignorance had been more conspicuous than in the field of athletics. Sir Adolphe Abrahams[1] has given an amusing account of some of the fantastic dietary customs that were common amongst athletes 50 years ago. It is now known that the dietetic requirements for the athlete in training are based on the same fundamental principles which govern the nutrition of human beings in general, as already outlined. These principles have been generally applied to athletes in training and this no doubt has contributed to some extent to the general improvement in athletic performances in recent years.

It can be stated categorically (1) that none of the ordinary foods of man are either of special value or contraindicated in athletic training; (2) that preparations of vitamins and minerals, given in addition to a good mixed diet, will not improve athletic performance; (3) that alcoholic drinks taken in small quantities by people accustomed to them will have no effect on training.

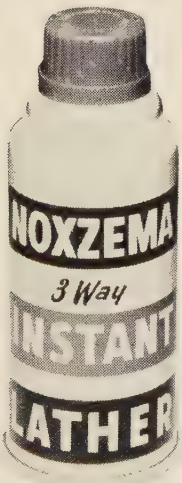
Athletic training nearly always involves a large expenditure of physical energy and the energy required in the training schedule must be provided by the calories in the diet. Many athletes in training consume diets providing 4000 to 5000 Calories daily, though lower intakes are probably more usual. It is essential that adequate amounts of protein be provided and this is ensured if between 11 and 14 per cent of the calories are provided by protein. Surveys have shown that many athletes take by choice larger quantities of protein than this, but there is no evidence that this extra protein is beneficial: nor does it do harm. Many first-class athletes have been vegetarians and provided the protein intake is adequate vegetarian diets are suitable for hard training. High caloric diets must contain large quantities of fat, unless they are to become very bulky. Physical activity prevents the disturbances in blood lipids which commonly arise in sedentary people on high fat diets (p. 108), and large quantities of fat in the diet will do no harm to men and women undergoing physical training. Provided the requirements for protein, carbohydrate, fat, minerals and vitamins are properly satisfied, the diet for the athlete in training differs only from the ordinary well-balanced diet in that it must provide extra sources of energy. The quantity of food required can usually be assessed by the individual's natural appetite, and no food schedules are required. At the beginning of a period of training, if the subject has previously been living softly, there may be some loss of weight due to the using up of excess fat. Subsequently there will probably be gain in weight, attributable to hypertrophy of muscles.

Many types of sport and athletics involve losses of fluid in the sweat. Losses up to 1 *l.* in an hour are not uncommon. It is important that these losses are promptly made good by the necessary fluid intake. Even a very minor degree of dehydration may impair the efficiency of muscles. The restrictions on fluid intake often imposed by trainers of a previous generation must have done nothing but harm.

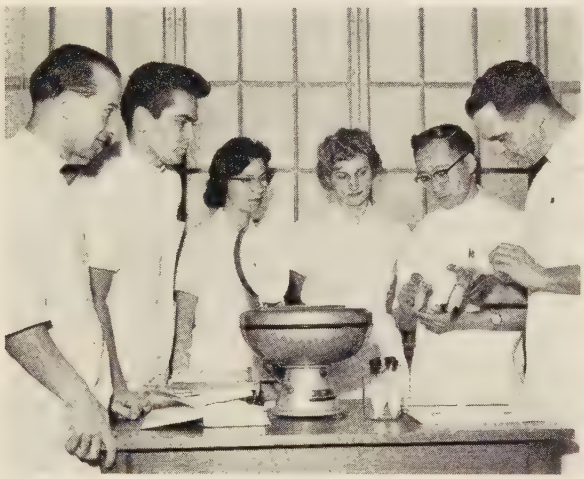
The problem of the food immediately

(*Continued on page* 34)

1Abrahams, A. (1956). **The Human Machine.** Harmondsworth, Middlesex, Penguin Books Ltd.



SKIN HEALTH THROUGH MODERN CHEMISTRY



Members of the Research Laboratory discussing the specifications of new raw materials.

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NUTRITION

(*Continued from page* 32)

before an athletic event and of the food necessary during long-distance swimming and bicycle races is important. If an event does not last for more than an hour, there is no necessity to interfere with usual dietary habits. A normal meal should be taken about 2 hours before the event. During an event which lasts several hours some easily assimilated food must be taken. A racing bicyclist may be expending 600 Calories in an hour throughout the day. Part of this can be provided by stores of carbohydrate and fat already present in the body before the event, but some food should be taken during the race. Sugar (either sucrose or glucose) is easily assimilated and can be recommended. Large quantities, even if rapidly absorbed, may not be immediately available to the muscles and it is best to take small amounts at frequent intervals (50 g. each hour will provide a valuable supplement to the energy available in the body stores). It is also necessary to replace fluid and salt losses in the sweat at regular intervals.

Many distinguished athletes are more than normally sensitive people. The wise trainer will humour their dietary fancies and see that they have the food they like. Individual reqiurements vary greatly and natural appetite is usually a safe guide.

Note:—100 grams = 3½ oz. (about 28 grams in 1 ounce).

CONVENTION

(*Continued from page* 18)

this of them as professional people dedicated to the education of the whole child. Physical education is an integral part of this whole education.

Friday, June 23rd. The final session was at 9 a.m. I attended the Representative Council Meeting as a non-voting member.

The week I spent at this Convention was one of the most interesting and profitable I have had. It was really stimulating to hear and speak to some of the leading men and women in physical education today. The pooling of ideas and the arguing of points, the very free discussion can only lead to a raising of standards in physical education in this country.

HONOUR AWARDS

(*Continued from page* 27)

local, provincial, and national journals and magazines.

Canada's ten provinces have benefited from his experience and devotion, and four of them — the Atlantic Provinces — have directly benefited from his leadership during the past dozen or so years.

On behalf of the Canadian Association for Health, Physical Education, and Recreation, it is my privilege, Stan Spicer, to present to you the Honour Award of this Association.

SAINT-MICHEL

(*Continued from page* 10)

Saint-Michel ont constitué une Corporation civile dûment enregistrée selon la loi des compagnies de Québec et ce sont les Miquelots devenus adultes qui assurent la relève au sein du Comité de direction.

Historiquement ils se placent dans la lignée d'expériences des Quickborn, aile marchante de la jeunesse catholique d'Allemagne entre les deux guerres sous la direction d'un Romano Guardini, et des Cadets qui, en France vers la même époque sous la vigoureuse conduite d'un Père Doncoeur, ont posé l'amorce d'un si beau renouveau chrétien. Pour les Miquelots, l'avenir est comme une plus longue route qu'ils envisagent avec cran et sérénité, en rythmant leur marche sur ces quatrains de Péguy, qu'eux-mêmes après lui ont redits sur la route de Chartres:

"D'ci vers vous, ô Reine, il n'est plus que la route.

"Celle-ci nous regarde, on en a fait bien d'autres.

"Vous avez votre gloire et nous avons les nôtres:

"Nous l'avons entamée, on la mangera toute.

"Nous savons ce que c'est qu'un tronçon qui s'ajoute

"Au tronçon déjà fait et ce qu'un kilomètre

"Demande de jarret, et ce qu'il faut en mettre:

"Nous passerons ce soir par la porte et la voûte".

QUO VADIS

(*Continued from page 8*)

gress. More young people with inquisitive minds have joined the physical education profession. They eventually have become teachers of teachers and leaders of leaders. They have dared to question the reasons for existing traditions. They have acquired facilities with which answers could be found experimentally. They have organized research committees or councils. The quantity and quality of research must still be raised, but one should not despair. Only 26 years ago, medical research in the United States was not in an enviable position and American doctors had to go to Europe to earn their spurs in advanced medicine and research. Research in Physical Education in the United States is growing and it is gratifying to see the same progress in Canada.

It has been my privilege during the past 30 years to meet a large number of young men who entered schools of physical education because they were interested in activities. They wanted either to teach activities or to go coach. After contact with experimental investigation into vital problems in physical education, many of them have decided to become investigators themselves. It is pathetic, however, when a graduate student becomes interested in the scientific approach, only to find that his undergraduate preparation has been woefully inadequate and he has to take elementary courses offered in better schools, but not offered in his own. Our professional associations should be constantly concerned regarding standards in the preparation of physical education. There are already too many schools preparing instructors of physical activities. There should be more schools preparing physical educators.

It is pathetic to see some universities, with enviable reputations in education and science, acting as stepmothers to their schools of physical education.

I have met some leading educators, scientists and university presidents, who have scoffed at the idea that physical education needs a sound scientific basis or, especially, research. Their attitude could be summarized by a statement made by an internationally known scientist who said, "Why bother with all that 'stuff'? Just play or exercise and nature will take care of proper development."

Maybe he was right!

Nobody will argue that there would be no progress in chemistry or medicine if there were no research laboratories. The Atomic Age was the result of concentrated laboratory research. What would happen if we spent a billion dollars on research in physical education? Would we see, in a decade or two, a new generation of physically and mentally healthy super-men? Would the new generation have well developed, beautiful bodies? Who would dare to make a bet that all this would be accomplished and that the results would be as spectacular as the results of Atomic research?

Probably nobody!

On the other hand, one cannot expect a miracle from every research. Cancer research has been going on for some time: Have we found the cause and the cure? Research concerning mental diseases has also been going on for some time and, if anything, the number of mental patients is steadily increasing.

On the other hand, if even with our meager research, physical education has produced some results, it is conceivable that with speeded up research much more could be produced.

We spend huge sums of money on the astral driving range, or on the orbital merry-go-round, just to be first to hit a planet or give a man a ride around the earth; and yet, we spend practically nothing on research concerning the physical development of this man.

I don't begrudge spending money in the space race, because it satisfies man's basic urge to see what lies beyond the next hill, or ridge or just beyond the next corner, but I do object when money is denied to research vital to survival on our own planet.

The difficulty of research in physical education is aggravated by the complexity of "field" research. It is relatively simply to experiment on animals, but it is much harder to experiment on human beings, children or adults.

There are many problems which require answers. The late Dr. Charles H. McCloy compiled a long list of these problems; some of us have our own lists of problems.

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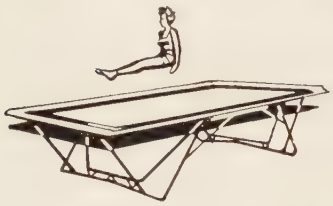

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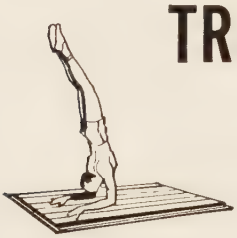

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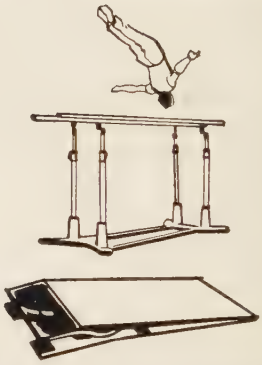

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Most of the problems deal with finding the most efficient methods for developing fitness; some deal with raising physical efficiency, some with the prevention of injuries, and some deal with rehabilitation from handicapping injuries and diseases.

Who can honestly insist that these problems are of no importance?

How will we go about solving them? For this we need well equipped laboratories with well trained personnel. Research going on in Physical Education is handicapped by lack of either or both of these conditions. Even in the best laboratories, there may be just one qualified researcher, while the assistants are graduate students learning from scratch. This is inevitable for some time, but efforts should be made to improve the situation. While individual laboratories in various schools are being developed, efforts should be made to organize a national laboratory, well equipped and staffed with facilities for visiting investigators to conduct research. This laboratory might be called a National Laboratory for Research in Health and Physical Fitness or might just be for Research in Physical Fitness. The name does not particularly matter. There used to be a laboratory with an odd name, the Fatigue Laboratory, at Harvard. In spite of this odd name, it acquired a position of international importance. A name denoting the opposite of fatigue might be used; for example, Ergogenic, meaning "work producing." And so the laboratory might become the National Ergogenic Laboratory. If a generous philanthropist, Mr. John, Doe, could be uncovered, the Laboratory might become The Doe's Ergogenic Institute, and Mr. Doe might become instrumental in the physical betterment of the human race.

In discussing important problems, it is customary to dramatize them by calling them "critical problems" and insisting that we are facing a crisis or are already living in a crisis. I don't think that we should use this type of dramatization because there is no crisis. The ills of education are of a chronic nature; they cause imperceptible changes and take a long time to produce a cumulative effect. The treatment is mainly of a prophylactic nature in order to prevent serious deterioration.

We should agree on certain norms of physical performance and keep track of them, probably for several generations. Any rapid decline in performance will then be noted and diagnosed as pathological because evolutionary change takes many generations.

In the United States under the leadership of Dr. Hunsicker, an effort has been made to develop a national battery of tests of fitness. In some schools, it is used as such; in some, the 600 yard walk and run test has been dropped from the battery because of lack of facilities or because it is "too hard." While we can understand the first reason, the last one does not seem to be valid. On the contrary, because it is hard, it should be practiced until it becomes easy.

One should not be afraid to experiment with various tests instead of sticking to the old ones because they have been used a long time and because a great deal of data has been accumulated.

In designing a battery of tests, we should measure, besides strength and endurance of various muscles, also endurance in maintaining locomotion, whether it be running or stepping-up-and-down on a bench. Without this type of test, one cannot get an adequate appraisal of fitness.

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GOVERNMENT

(*Continued from page 6*)

believe Government can and will do more along certain lines, chief of which I think would be in the development and training of leaders, coaches, etc. These, however, important though they be, are but details. What is first required is the acceptance of basic philosophy and the laying down of basic policy. To this end, we are steadily and progressively working, and I hope and believe more will be said in the not too distant future.

Impressive though all this is, if the philosophy as now envisioned by Government is to be accepted and a broadly-based programme is to be adopted, then we have to begin at the earliest stage in life possible, that is, actually, pre-natal. This, of course, is chiefly the concern of the patient and doctor, and the very marked intensification of good pre-natal care over the past several years grew, in part at least, out of the concern of the medical profession over the high infant mortality and the large numbers of physically unfit who survived the experiences of birth and infancy. While I can't think of good pre-natal care being advocated specifically as part of a Physical Fitness programme, I do believe it is the logical beginning of such a programme. Through infancy and childhood to school age, the responsibility for fitness will continue to lie with the parents and doctor, primarily, but here, too, the community can and will no doubt play a part by the provision of facilities and programmes.

The school years, probably the most important in the development of our people, must be the responsibility primarily of the school and the Educational Authorities. I will not deal with these programmes except to note in passing that physical training and physical fitness have long been part of the educational programme of our Province and if I am any judge, it would seem this is looming ever larger in the school curriculum. I know our present Minister is personally most interested, enthusiastic and progressive in this matter. Of course, we must realize that although the teaching staff is most involved in so far as the school-age group is concerned, there is a most important role for the community as well, chiefly, perhaps, to support the school, and in this regard I mean, particularly, support through personal interest. This often is the essential ingredient most sorely lacking.

The Post-school Group

The post-school group naturally embraces the greatest number of our people and, perhaps, presents the greatest and most difficult problems and challenges. Still there are important sections of this group which require immediate and constant attention. I refer to the school drop-outs, the adolescent, the youth just before reaching adulthood. The responsibility for all of this post-school group lies with the community first, but in the case of the school drop-outs, the teachers can be of great help.

Having passed most of these through their hands, they can point out the leadership material; they can advise these young people what is available in the community, actively introduce them to existing programmes and generally help in the transition from school to community.

Here, too, is the area where responsibility should be taken by Industry and Commerce, Labour Organizations, Service Clubs, Youth Organizations, Groups interested in particular activities or sports — all of them should come into action with the youth, young adult and even the middle aged group.

The aging and aged group, who have often been neglected in the past, deserve and are, in many areas, being given more attention. Because they are a special group, responsibility for them will largely rest with the community and Government. Interesting projects with these folk are already under way, and are proving their value and demonstrating, too, how essential they are to an all-embracing programme.

This field of Physical Fitness presents greater opportunities of service to our people than many others, greater opportunities than we may have envisioned or dreamed of. It is so broad in scope as to defy adequate handling in so short a time as that allotted to me. Nothing has been said of details — and these are important, but I am convinced can all be worked out by men and women of good-will and determination. We need to look to our Resources — material and human. No community needs run to the wailing wall to

bemoan the lack of these, for no community is entirely without them, and oftentimes a thorough inventory of the material resources will be a surprise to many. Interest has to be aroused and stimulated and kept alive. This calls for constant enthusiastic education. More of us must become infected by the zeal and enthusiasm of the too few now interested in physical fitness so that we, in our turn, will become the victors to spread this like a mighty contagion to all with whom we come into contact. Then we will ensure success by the involvement of every possible person.

We need imagination, vision, faith and courage to take up this mighty challenge — these are qualities all of us possess in some measure. Let us call them forth now, to the end that the renewed interest shall never flag or fail, and that, in the matter of Physical Fitness, the people of Ontario shall take second place to none in the world.

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PRESIDENT (*Continued from page* 4)

It may be of interest for you to know that Mr. Michael E. Palko has been appointed as a Health Educator in the Department of National Health and Welfare in Ottawa. Dr. J. W. Willard, the Deputy Minister of Welfare, has kindly agreed to have Mr. Palko attend our sessions. We are looking forward to his help and guidance which should stimulate our Health section.

At the last Annual Meeting the Duke of Edinburgh's Award was discussed. Some of our members have investigated the application of this Award to Canadian conditions. Mr. Hugh A. Noble will present a report which should result in some action being taken. Mr. John Disley has forwarded a report from Surrey, England, giving his views and experience with the Award in his country.

This Association has been requested to participate in the Conference "Resources for Tomorrow" to be held in Ottawa in October. Our views on the need for more space and planned use of our out-of-doors must be presented. If Canadians are to experience the adventure of out-of-doors activities and at the same time accept some responsibility for preserving and conserving these areas, Governments must be encouraged to set aside space for future needs and give us an opportunity to develop pilot studies in camping (summer and winter), canoeing, sailing, nature lore, survival living, swimming, skiing, hiking and mountain climbing.

Steps have been taken to plan much closer association with the Parks and Recreation Association of Canada. Mr. Alph Dulude has submitted a proposal for a federation of these two associations. Some action must be taken by the Representative Council.

In closing, may I take this opportunity to thank the executive, committee chairmen and members who have taken on tasks which have helped and will help this Association to grow in maturity, wisdom and stature. May we look forward to a stimulating and rewarding Convention, to be followed by increased member and branch participation and support of the Association during the next two years.

Gordon A. Wright, President

ACROSS CANADA

C. R. BLACKSTOCK
Executive Secretary

There is no doubt of an aroused interest in fitness now that the Prime Minister has announced the amount of an annual allotment of funds to aid in the development of sports and physical recreation.

Many CAHPER members will be involved through the various organizations and agencies which will benefit from the fund.

The greatest need of all is improved and increased leadership personnel. Fitness results from a "do" programme. The "know how" comes from the trained instructor, coach or leader.

All across the country, Departments of Education, Recreation Branches and many organizations found short courses and refreshers well attended. Programmes everywhere will benefit from the improved leadership, a product of the courses.

* * *

Wes McVicar, National Secretary for Physical Education for the Y.M.C.A., had a larger school for Junior Leaders again this summer. These young men get a fine course at the Y.M.C.A. School at Geneva Park, Lake Couchiching.

* * *

AAHPER has published a booklet "Spectator Sportmanship" which will be useful to us all. It contains Codes, samples of rating sheets and a validated test. Student Councils could use it. It will be of help to principals, teachers, coaches, and recreation directors who meet and speak to the public.

* * *

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